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## GOOD SCHOOLS AND GROWTH.

By SEC. B. G. NORTHROP, State Board of Education.

The new census shows that the towns in our State that have grown most during the last ten years, are the ones which have been most liberal in the support of popular education, while poorer schools and shorter school terms mark the towns that have been stationary or diminishing in population. The lecture of Prof. Gilman at the last Teachers' Institute in New Haven, on "Connecticut in the light of the new census," demonstrates that improved and especially "Graded Schools and Growth" stand related as cause and effect. Connecticut has now the opportunity of inviting or repelling wealthy and desirable residents from other states, in greatly increasing numbers. New York City is rapidly growing. Where shall its swelling throngs of business men find their homes? In seeking a country residence, no question is so weighty, none so often asked, as that relating to the condition of the schools. Let Connecticut regain her former glory in education, and that proud distinction will invite wealth and population in still larger measure to our borders. The new comers from New York City to the Shore Line and other progressive towns, are among the most liberal friends of public schools. Gentlemen of liberal and

intelligent views always feel that money judiciously expended for schools is well invested, and will never impoverish but always enrich any community.

A farm on which, from miserly illiberality, the fences are allowed to crumble, the trenches to fill up, and the weeds to thrive, and where the fertilizing compost is scantily applied, loses in annual productiveness and permanent value. No less ruinous to a town or state, is a penurious policy in regard to schools. Especially in a state so near the great commercial emporium of this country—the prospective metropolis of the world, and enjoying such rare facilities of communication by the Sound, or by rail, and possessing the greatest natural attractions and advantages for country residences, would such a policy defeat its own aim of saving, and result in deterioration and loss. It would be “penny wise and pound foolish.”

We advocate the most rigid economy in all things, but this is a relative term, and can in no connection be properly made a synonym for parsimony. A mere saving of money is not economy, where there is a proportionate loss of something of greater value. In the beautiful letter in which Penn took leave of his family, he said to his wife, “Live low and sparingly till my debts be paid.” Yet for his children he adds, “Let their learning be liberal, spare no cost, for by such parsimony, all is lost that is saved.” Many, unlike Penn, would “save” and curtail all educational expenses, that they may leave a larger fortune for half educated children to squander in luxury and idleness, forgetting that a good moral and mental training is the richest and safest legacy, the best safeguard against prodigality. Without it, the sudden inheritance of wealth will be likely to transform the frugal boy into a reckless spendthrift.

Those who have no children, have at least their own interests and happiness at stake, and how can their personal and pecuniary interests be more advanced than by that great agency which tends most effectually to promote industry and intelligence, taste and morality. An intelligent and virtuous community will always be rich. The wisest of men first sought wisdom, and then wealth flowed in

abundantly. The new census shows that the richest portions of Connecticut are not where the soil is most fertile, but where free schools are the most flourishing.

We have not space to consider the influence of education upon labor and show how it increases both its worth and wages, drawing out inventive talent, multiplying manufacturing industries, developing alike individual and national power and resources, and improving the condition and opportunities of the masses and therefore of all classes. The lessons of the new census on these points we reserve for a future article. They prove the "money value" of education, a real and substantial value, though by no means the highest and best.

Our present aim is to show the influence of schools in attracting families of affluence and culture to our beautiful towns. Such men shun a narrow-minded and illiberal community. Unfortunately a few towns have such an unenviable notoriety. A good name tends to enrich a town as well as an individual, while a bad one may impoverish both. An illustration is too easy: the town of ———, favored in location, accessible by railroad, very beautiful in its scenery and unusually healthful, but in the spirit of Peter Klaus, revering the good old ways and the old red school house, with cheap teachers, poor schools, and as short terms as the law permits, wonders that it is waning, while the surrounding towns and many others far more remote from New York, rejoice in large and rich accessions to their population. No external advantages of landscape and location can contribute so much towards making any spot an inviting place of residence, as the excellence of its schools and the consequent intelligence of the neighborhood. In such a place, a home has new value, and wealth higher attractions.

Our "new comers" realize that if we do not secure education and morality, the only alternative is ignorance, with its legitimate fruits of vice, crime and pauperism. In their effects upon the pecuniary interests, as well as the social character of a town, the one is like the seven years of plenty, and the other like the seven years of famine.

General education increases the value of all property and promotes its security. "Taxes raised for purposes of education are like vapors which rise only to descend again in fertilizing showers, to bless and beautify the land." There is no item in the catalogue of all our appropriations that ought to be met with so great tolerance and favor as that which is expended in the education of our youth. This constitutes the most important interest with which, as a district, town, city or as a state, we have to do. Aside from the divinely appointed agencies of religion, there is no ruling power like that of the common school. Nothing else leaves such an impress upon our social character and our civil institutions. No other agency so unostentatious and quiet in its work is so powerful and pervading in its results, so cheap in its cost, and rich in its benefits. Apparently the work of to-day, it is laying the foundations of the social fabric for coming generations. No other legislation affects agencies so bountiful and abiding as that which acts through the schools, on the mind and morals of society. A thousand considerations magnify its importance, and claim from us a higher estimate of its rank. It is impossible to extol too much this great interest, whose blessings are beyond price.

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#### THOUGHTS ON THE DUTIES OF SCHOOL VISITORS.

By JOHN DAY FERGUSON.

The importance of more thorough and systematic inspection of our public schools is very generally admitted, but in practice less attention seems to be given to this than to other branches of school administration.

In Europe and in a few of our own States perhaps, the Inspector is the salaried officer of a distinct department of the government. His duties are carefully defined by law, and both their extent and their importance require that he should be specially prepared to fulfill them. Very different is the case in Connecticut. The Board of School Visitors is elected at random as it were; generally from the

few professional men who are supposed to be more willing than others to give gratuitous or half-paid service to the town, and sometimes, we fear, with merely the wish to pay a political compliment, or to satisfy in the cheapest way claims for local recognition, irrespective of the good of the schools. The Board meets and organizes, and the member who is willing to do the most work for the least pay usually has the honor of an appointment as Acting Visitor. If he has knowledge of his duties, or preparation for their effective discharge, it is a piece of good fortune, due generally to his having attended the school of experience elsewhere at his own expense, and not to any special opportunities of preparation afforded him in any other way.

Such as it is, however, there is no likelihood of any material change in our system, and it is well to recognize some advantages which it undoubtedly possesses. It secures generally, a knowledge of the schools, and an interest in their welfare on the part of some of the best men in the community; it cannot well degenerate into formalism and "red tape" as a more centralized system might; and it is in entire accordance with our New England ideas of local self government, by no means the least valuable part of our political heritage. Our efforts should be directed, therefore, rather to the development and improvement of the system we have, than to the substitution of anything supposed to be better.

In this, as in almost every branch of school economy, the greatest and most obvious improvement to be hoped for, is the abolition of the old District System, and the union of the schools under town management. Every step taken in this direction, advances the cause of public education in almost every relation. But the subject is too large for discussion here, and has besides been so well and so fully argued in the successive reports of our State Board, that little now remains to be said.

Whether this great reform be soon to be accomplished or not, everything that gives our school visitors and the public clearer, more definite, and more enlarged ideas of the duties and responsibilities of the office will tend to the improve

ment of the schools. Were it possible to bring together occasionally a large number of the Visitors of each County or District, as teachers are gathered in an Institute, great advantages might be expected. The interchange and comparison of opinion, would tend to produce uniformity of administration, doubtful points of school law might be settled, practical difficulties might be stated and met, and the experience of the successful be made available for the general good. We hope this may not be considered wholly impracticable, but we have a still simpler suggestion to make; it is that the pages of our CONNECTICUT JOURNAL offer a ready and valuable substitute for personal consultations of those interested in school management. It goes into the hands, we believe, of every Acting Visitor throughout the state, and if any of them have found any particular method or line of practice useful and successful in their own towns they will be doing a good work to give others the benefit of their experience; if they have met with difficulties or perplexities, they may be sure that others have encountered the same, and that discussion will do much to clear them up. Perhaps too, we may be able to draw out, that which the writer has often sought in vain to learn, the ideas and wishes of teachers themselves as to their relations with the visitors, and as to the inspection of their schools.

It is with a view to starting some such discussion as this, and with a disposition to seek information rather than to dogmatize, that these pages are written.

The duties of School Visitors may be classified as follows:

1st. Those pertaining to the pecuniary support of the schools.

2nd. The examination and supervision of teachers.

3d. The general superintendence of the schools themselves. Let us consider them in order.

The responsibilities of the Visitors as to the first head are largely increased, by the recent legislation throwing the chief part of the expense of the schools upon the town.

Their union with the Selectmen as a joint board may well give rise to difficult and delicate questions; and with the wide discretion as to the mode of distribution of the town



funds allowed to the Board, it will require much foresight and sound judgment to avoid disagreeable complications, and give general satisfaction.

The principle of the law seems to be, in view of the better knowledge of the whole subject of schools possessed by the Visitors, to give them in all respects, man for man, an equal voice with the Selectmen, and this should be from the beginning, the understood basis on which they act together.

As to the plans of distribution much might be said ; but the circumstances vary so much in different towns that no general rule will cover all cases. The division of part at least of the town moneys on the *aggregate attendance of the previous year* is found very efficacious in stimulating committees to increased efforts to get the children into school, and teachers to endeavors to keep them there.

Whatever the plan of distribution, it is well to have the town sanction it in advance, at the annual town meeting ; and, if it be at all practicable, to notify the districts in the fall, as under the law of 1869, of the amount they may expect for the year.

A grave defect in the law, but one which seems incurable except by the union of the districts under town management, is the necessity of numerous small district taxes for little items of repairs, furniture, etc., not properly chargeable to the town, or for the excess of cost of a school over the town appropriation to the district. The cost of assessing and collecting a small tax, and the irritation caused by it, are almost as great as if it were for the whole expense of the school.

The matter of joint districts is another which has heretofore given much trouble, but the new law on this subject we consider a very great improvement ; and here also much good may be done by joint meeting occasionally held by the Visitors of adjoining towns.

Numerous other points have come up for decision in the past year, (including one as to the return of the Registers at the close of the winter term,) but time will not permit us to dwell on them, and we pass to the part of

our subject of more general interest, venturing first, however, to say that Teachers, as well as Visitors, would do well to familiarize themselves more than they usually do with the provisions of school law. Mistakes are often made, involving sometimes serious consequences, simply because neither teacher nor district committee has informed himself of the requirements of the law under which they are both acting; and there is more excuse in such case for the committee, serving perhaps for a single year, and without compensation, than for the teacher into whose professional preparation such study should have entered.

The second division of the Visitors duties, the examination and personal supervision of teachers must be briefly treated.

As a first suggestion, would it not be practicable in many towns for the Visitors to fix upon two or more days, annually, for a general examination of candidates for positions in the town, and to induce as many as possible to present themselves in those days.

At present a teacher is frequently engaged, and all arrangements for opening school made, in advance of her examination; if she fail to pass, she is subjected to unnecessary mortification, the district to much inconvenience, and the examiners oftentimes to a very uncomfortable pressure in her behalf. All this might be avoided by the teacher procuring her certificate *before* her engagement to teach.

Again, however the examination be conducted, would it not be well to give graded certificates, according to the proficiency exhibited by the candidate?

The recent decision of our Supreme Court in the case of "*Wilson vs. E. Bridgeport School District*," 36 Conn. R. p. 280, establishes beyond question, the legality of such a course, and it is certain that many teachers would make extra preparation to secure a certificate under which they could teach at any time, in any school in the town, without a re-examination.

Such a system would be still more effective if the State Board of Education would issue blank printed forms of certificates, adapted to the different grades.



With regard to the examination itself, the writer's experience has been but small, and he would greatly like to see in the JOURNAL some hints on the subject, from those better qualified to speak.

One opinion, however, he holds very decidedly, that it is well to have as many as possible of the answers in writing.

The candidate is thus less affected by embarrassment; spelling is thoroughly tested; the work of one teacher can be compared with that of another; and finally *litera scripta manet*, a fact which may not sometimes be without its importance.

If the examination is what it should be, the necessity of withdrawing a teacher's certificate ought rarely or never to occur.

It ought not to be necessary to say that the request often made to *date back* a certificate, or to allow a District to count the time of a teacher not examined, should be resolutely refused; but we fear that examiners are sometimes more lenient upon this point than either sound judgment or the law of the State would sanction.

The unexpected length to which this article has extended admonishes us that any discussion of the third division of the Visitor's duties—those more especially connected with the schools—must be deferred to a future opportunity.

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#### SLATE PENCILS.

Twenty years ago all the slate pencils used were manufactured in Germany. She then supplied America with this commodity. In 1850, there was a young man living in West Rutland, Vt., eighteen years of age, who fortunately discovered a supply of stone for making a first-class article of slate pencils. He began by whittling out the pencils and selling them to school children. Being a better article than that for sale in the stores, he found a ready sale for all that he could whittle out. He argued that if they would sell thus readily at home, they would sell readily everywhere. He became possessed of the idea

that there was a fortune in the business, and his dream has been realized. This quarry of slate pencil stone was situated in a large ravine, four miles north of Castleton, Vt., near Bomoseen Lake. The land on which it was situated was for sale at one hundred dollars. He purchased it, and began operations by sawing out the pencils and whittling them round. The business of making them, grew immensely on his hands, so that it was impossible to keep a clean order book. Machinery was invented to facilitate the process, which has reached something like perfection, and enormously increases the production of pencils. At present the quarry and mills are owned by a joint stock company. They are valued at three hundred thousand dollars. From fifty to one hundred thousand pencils are turned out daily, and upward of a hundred hands are employed in the quarry and in the mill. After the stone is quarried it passes through four processes before it is made into pencils. It is sawn into rectangular blocks five inches by seven, and split by hand into slabs of the same length and breadth, which are carefully assorted. These slabs pass through a machine which shaves them all to the uniform thickness of a quarter of an inch, when they are ready for the final process. The machinery for reducing these slabs to pencils, consists of iron plates fitted to receive them, fastened to an endless chain which passes over rollers at either end. These plates, of which there are about twenty of a chain, each receive a slab, and as it passes from one roller to the other the pencils are cut and rounded out half way to completion by semi-circular knives; a dozen different sets of knives being firmly fastened above them. The slabs are then turned over and passed back through another machine exactly similar, and a perfect pencil is the product. They are counted out by children and packed one hundred in a box. The pencils are sold by the manufacturers at half a cent a piece or fifty cents a box, or ten times the cost of slate pencils in Germany, where one thousand can be bought for less than fifty cents. Being made from a superior article of stone they are used throughout the United States in preference to those imported from Germany. The

slate pencil business, like the pin business, is small in itself, but becomes large where it is necessary to supply all the school children in America with pencils. Twenty years ago the whole idea of it was in the brain of a young Yankee boy. To-day it is a business involving over a quarter of a million of money. It has been and will continue to be a profitable business, as this is the only quarry and slate pencil mill in the United States. Besides manufacturing the pencils, the firm have a mill for grinding the stone to flour, bolting it finer than fine flour, to be used in the process of manufacturing paper, especially wall paper. This flour sells for twenty dollars a ton. The stone from which the pencils are made contains upwards of thirty per cent. of alumina, from five to eight per cent. more than the stone from which the slate pencils are manufactured in Scotland. The company are putting up buildings and will soon be manufacturing alum on a large scale.

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#### HOME TRAINING IN THE UNITED STATES.

The following significant paragraph is from the pen of Rev. James Fraser, M.A., who made a very thorough inspection of the Common School System of the United States and the Canadas, in the year 1865, as a commissioner appointed for that purpose by the government of Great Britain. His report, "presented to both Houses of Parliament," is filled with valuable information, from which interesting extracts will from time to time be taken for the pages of this JOURNAL.

It is a matter of general regret among Americans, though I did not observe that any steps were taken to remedy the acknowledged evil, that parental authority over the young is brief, weak and lessening. Such is the precocious spirit of independence generated by the political institutions of the country, and the general current of social life, that boys and girls, of twelve or fourteen, think themselves quite competent to decide many questions for themselves, and do decide them, on which English boys and girls of eighteen or twenty would still feel bound to consult and obey their parents. And, as in England, so in America, the lower you descend in the lower strata, the more markedly this ten-

dency exhibits itself. It was piteous and saddening to see, as I had occasion to see frequently, when mothers would come to the office of a superintendent of schools to excuse or complain of the truancy of their children, parents helpless to control the wills, and even caprices, of lads of eleven or ten, or still younger years. It is not a natural nor a normal state of things; every well wisher to the United States, every one who would desire to see that great commonwealth equal to the mighty destiny that lies before her, cannot but hope that for so manifest an inversion of a great social law, a remedy may soon be found.

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#### MUSIC AS A STUDY IN THE PUBLIC SCHOOLS.

By B. JEPSON,

Instructor of Vocal Music in the Public Schools of New Haven.

Music educates the heart, improves the morals, refines the intellect, and strengthens the body. But while all this has been conceded in the abstract, it is only within a very few years that the public at large have begun to realize the utility of its introduction as a branch of regular study. Five years ago the experiment was made in the New Haven schools. As the success which has attended its introduction is not due so much to the superior methods or talent of the vocal instructor, as to the inherent love of music which exists in our human nature, and would make music a popular study under almost any circumstances, it will not be immodest for me to refer to the successive reports of the Superintendent of the Public Schools, to the opinions of the various principals and teachers, to the commendations of the press without distinction, or the popular approval which has manifested itself at the numerous public demonstrations of the children. The day which witnessed the inauguration of vocal music as a branch of regular study in the public schools of New Haven, marked an epoch in the history of Education in Connecticut. An interest has been awakened in every part of the State, and already in Hartford, Middletown, Meriden, Norwich, and some other places, music is taught as a regular study, and as reforms never go backward, it is

not too much to suppose that no town in the state will long withhold from its children the privileges of a musical education.

Music is, and ever has been, an acknowledged power in the world, and to-day, more than ever in most communities of average intelligence, the claims of music as a recognized branch of education, are being admitted.

To enumerate all its advantages would far exceed the limits of this paper.

If musical culture is refining in its tendencies, is not childhood the time, and the school-room the proper place to begin?

If the practice of music conduces to the social and moral elevation of the pupil, what community can afford to dispense with it?

If experience has demonstrated that where music is heard in the family the home is cheered and the heart made better, will it not pay to invest largely in this direction? Boston, with an experience of upwards of thirty years in public musical instruction, has just appropriated \$32,000 for music for the ensuing year.

As a means of *physical culture*, the practice of vocal music is unsurpassed in its beneficial effects on the throat and lungs. One of the strongest arguments in favor of systematic vocal training, is the antagonism which it bears to consumption and all kindred diseases. Statistics abundantly prove this, and it forms one of the strongest arguments in favor of music in schools. Nothing in the school-room can exert the precise influence which music does. It allays bad feelings, stimulates in the performance of duty, excites a love for good order, and assists materially in imparting a correct tone. Gymnastic exercises are good, but can they be compared to an exercise, which, while expanding the chest and giving the highest development to the vital organs, affords an enjoyment both to teachers and pupils which cannot be obtained in any other way.

As a means of *mental discipline*, music is second to no other study in the school curriculum. When we reflect that every note in an exercise, before being sung, must be

considered in reference to the three fundamental principles—pitch, length and power—to say nothing of the proper pronunciation of words or syllables which may be used, it will readily be seen that, in learning the elements of music, the mind has more to grasp than it has in learning the elements of many other studies.

The graded system of public schools, which is so admirably adapted to the work of teaching, is wonderfully suited to a progressive system of music; and the success in teaching music lies not so much in the reputation of any particular method, as that it is a method at all. Without entering into any discussion on that point, suffice it to say that the grand principle should be, one idea at a time, and that idea thoroughly elaborated before presenting the next. Experience has demonstrated that under such a system children of tender years can be taught to read music at sight as readily as they can be taught to read words, and in a manner which appears almost marvelous to those who do not understand the *modus operandi*. Properly systematized, there is no difficulty in teaching the theory of music to children of the lowest grades. The chief obstacle to success lies in the intolerable habit of screaming which prevails in many schools, and which is engendered more or less by the style of concert recitation known as the "sing song" method. I have no hesitation in saying that this mode of recitation, in its effects on either the speaking or singing voice, is simply barbarous.

It would be folly to suppose that any considerable results can be achieved in music without regarding it in the same light as other studies, in reference to the time to be given for practice and study. The time has passed when music can any longer be regarded as a mere recreation for the amusement of children, or as a means solely of display in the presence of parents and school committees. Experience has proved that the most satisfactory results can only be attained where a certain amount of time, say fifteen minutes each day, is given in which to drill the class on the lessons given from time to time by the vocal instructor or supervisor of music. This necessarily implies some



knowledge of music on the part of every teacher ; but I trust that no teacher who reads this article will feel embarrassed at the proposition ; for it will be readily seen that no great talent can be necessary in drilling a class on a lesson which has already been fully illustrated and drilled upon in presence of the teacher. As a matter of fact, some of the most efficient teachers in this respect are some who, only a short time ago, were on the same level with their pupils in music.

It has been objected that all children cannot sing, and therefore that the study is impracticable for all. In reply to that, I have to say that in a critical examination of the New Haven public schools, just closed, the number of scholars in the entire city who could not sing the scale of eight sounds correctly, averaged about one in fifty ; and even this estimate included little children in the lowest primary rooms, who had just entered.

In explanation of the musical exercises, which, by particular desire, are herewith appended, it may be stated that they were sung *at sight* as a part of the scheme for examination above referred to, by the several rooms as respectively indicated below.

Musical examinations take place once or twice during the year, when each room is marked on a given scale for their average "accuracy in time," average "quality of time," average ability in "sight singing," etc. The exercises are placed on the black board in the presence of the scholars, and they are required to sing them once through without the aid of teacher or instrument, and are marked accordingly. It may be stated that the average ages of children in No. 1 rooms are less than six years.

In conclusion, we trust that a power which is so potent in its influence on mankind, and which so wonderfully adapts itself to all ages, capacities, employments and conditions, will not be longer ignored in its application to the training of children ; and it is not too much to hope that ere long the "elements of vocal music," by legislative enactment, may become a required branch of study in the public schools throughout the length and breadth of the land.

## NEW HAVEN PUBLIC SCHOOLS.

Examination in Sight Singing, April, 1871.



## ROOM 1.



## ROOM 2.



## ROOM 3.



## ROOM 4.



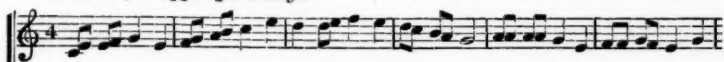
## ROOM 5.



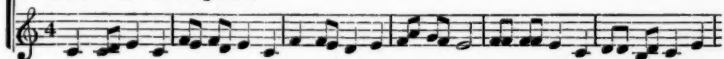
## ROOM 6.



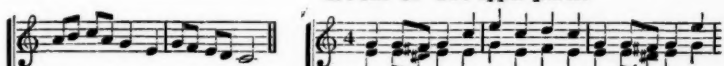
ROOM 7. Upper part only.



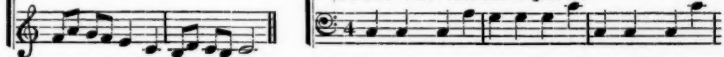
ROOM 8. Both parts.



ROOM 9. Two upper parts.



ROOM 10. All three parts.



ROOM 11. Two upper parts

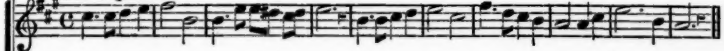


ROOM 12. All three parts.

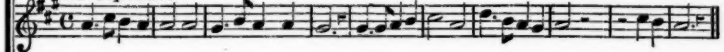


HIGH SCHOOL.

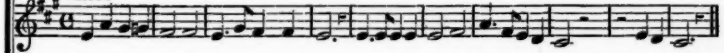
1st Soprano.



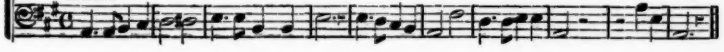
2d Soprano.



Alto.



Bass.



## THE NORWICH FREE ACADEMY.

By REV. WM. HUCHINSON.

It is not often that good and evil influences work together so clearly to produce beneficial results, as was the case in the originating of the Free Academy. For many years strenuous, though somewhat spasmodic, efforts had been made by enlightened men for the improvement of the schools with little permanent success. Petty jealousies and the meanness of a few thwarted all attempts for a radical reform, and the establishment of graded schools on a uniform basis seemed impossible. Especially was the opposition to a High School strong and virulent. The strange cry of "educating the children of the rich at the expense of the poor," shows best the ignorance and disingenuousness of the opposition. This contest reached its height in 1850, when the powers of darkness completely triumphed, and the advocates of reform for a time withdrew from the field. As a result, the schools, which had never been good, soon sunk so low that even the demagogues became ashamed of them, while those who wished for better things were not slow to see that their hour had come. Thus the two forces, one aiming to keep down the schools and the other to improve them, began to work for a common end.

One of the most remarkable effects of this combination was the character it gave to the institution, which may be said to have been the bone of the struggle. The charge had been made that the school would benefit the rich at the expense of the poor, and men had been stupid enough to believe it. This seems to have been one of the chief reasons which rich men, who had been among the most earnest advocates for reform, to determine to give the poor man freely what his ignorant jealousy had kept him from securing for himself. Wise men also saw the difficulty of making a town meeting comprehend the wants of a literary institution of a high order, and the danger, that even if it were started and presented to them, they would mismanage

it, and they determined to secure the Academy that should be free from such a hazard. Fortunately, too, the movement had for a leader the Rev. John P. Gulliver, a man of large ideas, who had given the whole subject much thought, and was not afraid to devise liberal things. As a result, nearly \$100,000 in all was raised by subscription from about forty persons, in sums varying from \$500 to \$10,000; a plot of five acres, finely situated, was secured, and a building, which at the time was one of the best in the country, was erected, and the whole well equipped with school apparatus, was dedicated to the cause of popular education, October 21st, 1856, a free gift from a few noble souls to their town for all time.

The school was organized on the day of dedication, under Mr. Eldridge Smith as principal, with ninety-two pupils. The aims of the institution were high. Norwich was not used to systematic education, and consequently the difficulty of bringing order out of chaos was not little. Of the ninety-two who commenced the year, only sixty-six remained to its close. Yet the enthusiasm in which the school started was great. Mr. Smith was an able man; all parties desired the best results, and consequently the difficulties of organization were by degrees mastered. Some of the best rising men of Norwich, and many who are rapidly gaining wealth and influence in other cities, and not a few women who are making their mark in their own sphere, received the finishing touch of their training at the Academy in those formative days. Mr. Smith continued to be the Principal until 1865, when he resigned, and the present incumbent was elected, who entered on his duties in the fall of that year. Since that time the course of study has been enlarged and the endowment considerably increased. A larger number of instructors is also employed than formerly, and the number of pupils is somewhat greater, chiefly on account of accessions from abroad.

The general management of the institution is entrusted to a corporation, which consisted at first of the original donors, but others have since been added on account of subsequent donations. When the number obtained in this

way is reduced below twenty-five, the remainder have power to fill vacancies, so as to keep up the body. From this number nine are chosen to be directors, who have more immediate charge of the school, and report their doings to the corporators.

The instruction and discipline of the school are in charge of a principal, who is directly responsible to the board, and nominates his subordinates. These are at present four in number—two gentlemen, one a graduate of Yale, and the other of Brown; and two ladies, one a graduate of the Academy, and one of a celebrated school of Paris.

The course of study is liberal, and may be said to terminate in four branches. One fits boys for college, another for the Scientific School, another for business, and the fourth gives a complete general education so far as it goes. This latter course is especially intended for young ladies, and boys who have as yet no special business or profession in view. Four days of the week—Monday, Tuesday, Thursday and Friday, are devoted to what might be called the more solid studies, and Wednesday to general culture. The students all study in the large hall together, and recite in smaller rooms separate from one another. The study room is, of course, always under the charge of a teacher. This plan is thought to have the double advantage of giving the pupil the least interruption in study, and the teacher the greatest freedom in teaching.

It would give us pleasure to speak of many other features of the Academy, but space forbids. One thing, however, we cannot omit, and that is the library. This was endowed by Mrs. H. P. Williams, wife of the late respected President of the Board, and has a fund for its support, which now amounts to about \$6,000. The collection numbers between two and three thousand choice volumes, and is constantly increasing. It is a gem of its kind, and is an invaluable aid to the teachers in their responsible work.



## COMPULSORY EDUCATION.

By DAVID N. CAMP.

The question, whether attendance upon public schools should be enforced by penal statutes, has, for many years, been discussed by the press and by educators, and it is at this time awakening new inquiry. The right of the state to tax the property of its citizens to defray the expenses of public education, is generally admitted, especially in all countries in which the elective franchise is freely exercised. This right is not based upon any personal benefit to be conferred upon the individual educated; but upon the fact that education is indispensable to a republican or representative government, that it tends to repress crime and restrain vice, and prepares the individual better to perform the duties of a citizen. In some states, as in Connecticut, an ability to read is a pre-requisite for enjoying the privilege of suffrage.

If the state has the right to provide a system of public instruction at the expense of the community, has it not a right, it is asked, to require regular attendance upon its schools, in order that the object for which they were established may be secured, and the children of the state be so educated as to promote the best interests of society and secure the greatest good to the commonwealth? If the right is conceded, it is again asked, is it expedient? Will the benefits gained more than counterbalance any incidental evils which may be supposed to attend such a measure?

To many persons, there are so many good reasons presented for the adoption of a compulsory law, that it seems strange to them that the people of the state have not long since adopted such a measure, and secured the benefits that would flow from it.

It may be well to inquire what has been the experience of the best educated countries in regard to this measure. The German states are cited as examples of the beneficial effects of compulsory education. The universality of instruction and the general intelligence of the people are

evidences of the excellence of their school systems. In Prussia and some other states, nearly every child is found at school, or receiving education in some other way. Yet it must be remembered that compulsory education there, was recognized as a religious duty long before it became the law of the state. It was adopted, and for a considerable time maintained exclusively in the interests of religion, and even at the present time, the interior affairs of the school are almost entirely under the control of the ecclesiastical authorities. One of the Assistant Education Commissioners\* of England, after a very careful examination of the Prussian school system, says: "The schooling is compulsory only in name. The school has taken so deep a root in the habits of the German people that were the laws repealed to-morrow, no one doubts that the schools would continue as full as they now are." In Frankfort, there has been no compulsory law, and yet the children of school age are as regularly sent to school as in any other town in Germany.

In several of the French cantons of Switzerland, as Vaud, Fribourg, etc., education has long been compulsory, but there has been so much relaxation in the enforcement of the laws, that Mr. Arnold, another of the English Assistant Commissioners, sent to the continent to inquire into the state of popular education, was led to doubt "whether the law is ever really executed at all;" and his conclusion was, that though primary instruction is most prosperous in Vaud, "the making it compulsory by law has not added one iota to its prosperity."

The commission appointed to inquire into the state of popular education in England, consisting of very able men, and pursuing investigations which were thorough and exhaustive, extending over several years, reported that the great majority of the replies received, touching upon this point, declare against a general system of compulsory education. The Hon. and Rev. W. H. Scott said, "I long thought that nothing short of compulsory attendance would

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\* Rev. M. Pattison.

make it possible to educate the children of the laboring classes; but, on mature consideration, I am satisfied that the difficulties attending such a law would be insurmountable." Many others gave similar testimony. In the school law of England, recently adopted, while there are important changes from the "revised code," the question of compulsory attendance was left to separate local boards, which have only limited discretionary powers in regard to it. In Holland, where there are superior schools under the charge of each commune, education has not been made compulsory. In Canada, the educational system was formed after a very careful review and comparison of the systems of other countries, but no measures of compulsion were adopted. There have been no trials in this country of sufficient length and attended with such complete success as to prove beyond a doubt the wisdom or expediency of such a measure.

What, then, can be done in Connecticut to make elementary education nearer *universal*?

1st. There should be sufficient provision made in every town for the education of all persons of school age. It is worse than useless to expect the regular attendance of all children until there are schools with rooms sufficient to accommodate all.

2d. Let there be earnest and faithful co-operation with the Secretary of the Board of Education in his endeavors to disseminate information and enlighten the public mind, until every community is thoroughly aroused to the importance of a good common education, at least, secured to every child. Public sentiment will often do more than penal enactments in such a cause.

3d. It must be borne in mind that our public schools are means, not ends, and while, as a general principle, it may be asserted that every child should be in school, there may be exceptions. The English Commissioners unhesitatingly say "that independence is of more importance than education, and if the wages of the child's labor are necessary either to keep the parents from the poor rates or to relieve the pressure of severe and bitter poverty, it is

far better that it should go to work at the earliest time at which it can bear physical exertion than that it should remain at school." While this sentiment might have few advocates in this country, or such a necessity may not often exist, it may yet be a question whether the education of the child may not sometimes be provided for in the family, in evening schools, or in "half time schools," so as to be continued without an entire cessation of industrial pursuits.

4th. If necessary, let the laws be made more stringent to punish vagrancy and truancy. It might also be made a condition of the employment in labor, of any person under fifteen years of age, that such person shall present a certificate from the proper authorities of an ability to read, write, etc., or shall otherwise receive instruction regularly until thus qualified.

There is much doubt among teachers and other friends of education whether the compulsory attendance of twelve weeks in the year is likely to add much to the intelligence or morality of the child. If perfunctory lessons are to avail much, they must be longer continued, and many believe that two hours' instruction a day for eight months would be of far greater value to the child than the usual six hours a day for three months. It is certainly a question worth considering, whether measures may not be adopted which will secure to every child the means for a good education; to be begun, it may be, in feebleness and with some hinderances, but to be continued through life, following him wherever he goes, and attendant upon whatever trade or calling he may choose, furnishing not only the opportunity, but securing the habit and desire, for constant self culture.

## EDITORIAL.

## SYSTEM OF NATIONAL EDUCATION.

The bill which Mr. Hoar, of Massachusetts, some time since reported from the committee on education and labor, to establish a system of national education, provides for the appointment by the President, of a superintendent of national schools in each state, at a salary of \$3,000. The State Superintendent shall divide his state into as many divisions as the state has representatives in Congress, and for each of these divisions there is to be appointed by the Secretary of the Interior a district superintendent, at a salary of \$2,000. The divisions are to be divided into school districts, with a local superintendent in each district, to be appointed by the Secretary of the Interior, at not more than three dollars per day for the time actually employed. The local superintendent is to select the place for the school-house, and is to purchase or hire it in the name of the United States. The school books are to be prescribed by the State Superintendent, under the direction of the Commissioner of Education, and are to be furnished gratuitously to those unable to pay for them. No books are to be used and no instructions given favoring the peculiar tenets of any religious sect. The Secretary of the Treasury is to provide rules in conformity to the law, providing for the payment of teachers, land, school houses and other objects designed by the bill. The Commissioner of Education is to make an annual report to Congress, and to provide rules for the government of superintendents and inspectors. A direct tax of \$50,000,000 is imposed and apportioned among the states; the sum raised in each state to be expended for the purpose of education in that state. The act is to take effect July 1, 1871; but any state may, in lieu of paying the tax, provide for the suitable education of all the children within its borders; and if the President be satisfied, at the expiration of twelve months, that there is established in that state a suitable system of common schools, no further steps shall be taken for the appointment of officers or the assessment of the tax therein. We are decidedly of the opinion that education is a matter which had much better be left to the states, each accepting the system most suitable for its people. And this principle, it seems to us, is carefully guarded in the proposed bill, which cannot effect any state having a good system of public schools. The bill is evidently intended for those southern states that have not adopted a system of public schools. We are of the opinion, however, that it is an unwise, coercive measure.

The friends of education in New England no doubt would be glad to see every section of our country as fully alive to universal education as they are. Having had our birth and education in a land whose bulwarks and strongholds are its school-houses, we can hardly wait for other states to learn the lesson that "education is power." But let us pause and reflect. Why should we be so over anxious for the development of the strength and material resources of those states which this bill seeks to benefit? If any part of the south has not yet learned the lesson that *mind* rules in war more than material force, and in peace more than mammon, we cannot beat it into their heads with the cudgel

of an *educational system*. They must wait. Many years will not pass before all these states will see that it is for their interest, power and prosperity to provide for the education of all, rich and poor, white and black.

They have already learned that the decisive difference between northern and southern arms is not so much in the superiority of northern valor as in the intelligence and mental vigor of northern soldiers. The defeat of the south has already given a new stimulus to her educational institutions, and the coercive measures which Mr. Hoar proposes would hardly put them in temper to help themselves. Wholly apart of the influence which comes directly from the North in promoting the establishment of free schools and in the education of freedmen, which influence is also accepted and seconded by the South, there is a general conviction that by education alone can she make good what she has lost in political power and prestige.

No motive *more* than this is now generally appealed to by the friends of southern colleges and other literary institutions. We would then not force these states into educational ways which are not of their own choosing, but we would cheerfully welcome them as *competitors* in this noble rivalry; and if we are ever conquered by them in the fields of literature, science, or philosophy, we will bow to their sway more cheerfully than conquered France does to the mind-power of victorious Germany.—[RES. ED.]

#### A DEFENCE OF THE PUBLIC SCHOOLS.

In his recent speech at the Cooper Institute, Mr. Beecher defended the public school system against the assaults made on it by sectarianism:—"When they say the public schools are infidel because they are not sectarian, and that they cannot teach morality because they do not teach sectarian religion, and that it is the duty of those who believe in religion to provide separate schools where religion may be taught, the objection is founded on fallacy. We do not teach dogmatic religion in the common schools, and we ought not; and I may observe if there were less of it taught in the churches, it would be all the better. We do not teach discrimination of creeds or catechisms, or systems of theology in the common schools; but if there are those that believe in systems or dogmas, or ecclesiastical usages, what is the family for? what is the church for? what is the lectureship for? Those children are not to be untaught in religion because it is not taught in the common schools. We don't teach trades in the common schools, but that does not hinder them from being taught elsewhere. It is the same with professional knowledge; we do not teach it in the common schools, but it is acquired elsewhere. The common schools inspire intelligence; teach the children so that having eyes, they see; and having ears, they hear; and having intelligence, they understand; and having given them the groundwork of intelligence, leave to the priest—or the father and mother, who are often the best priests—the work of instilling special religious knowledge. We undertake to give all that makes men good voting citizens, and for other knowledge there are other institutions, and the common schools are not antagonistic to these. The common school cannot lie open to the charge of being irreligious, because it does not teach dogma. It does not teach religious belief,



but it inspires morality. It does not make them believe this, or that, or the other tenet, but inspires love of honor, of rectitude, and truth and honesty. Oh, that honesty and truth might be better taught, and we might have a generation growing up, to hundreds and thousands of whom truth would be as dear as the secret of God in the soul! Teach honor, and true love of honor, and we shall get back to it, and inspire a generation of citizens with more justice, integrity, honesty and honor, between man and man. Let us ring the changes on them, and we will have better citizens than ever we had. Do not let men steal a stone from the foundation of your common schools. Whatever else you give up, keep one thing close to your heart—that the boys and girls of the workingmen and poor man shall have good schools, and have them at the public expense.”

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We would call the attention of Connecticut teachers and school officers to the report of the

PROCEEDINGS OF THE NATIONAL EDUCATIONAL CONVENTION,

held in Cleveland, O., in August last. We can assure our readers that each one of the papers published in this report will be worth fully the price of the volume. We publish below a notice from the chairman of the committee on publication. We hope that many copies will be ordered from Connecticut:

After much unavoidable delay, the Publishing Committee of the National Educational Convention have made preparation for the publication of the proceedings of the meeting held in Cleveland in August last. The volume will contain the larger part of the papers presented before the convention, and full stenographic reports of the discussions following the same. Among the papers are the addresses of Presidents John Ogden, of the Normal Association, and D. B. Hager, of the Teachers' Association; report of Dr. J. W. Hoyt, Chairman of Committee on National University; report of Prof. W. F. Phelps, of State Normal School, Winona, Minn., on *Course of Study for Normal Schools*; paper of Eben Tourjee, Mus. Doc., of the New England Conservatory of Music, entitled *A Plea for Vocal Music in Public Schools*; paper of Superintendent E. A. Sheldon, of Oswego, on *Primary Instruction*; paper of Miss Delia A. Lathrop, Principal of Cincinnati Normal School, on *The Place and Value of Object Lessons*; paper of Superintendent W. T. Harris, of St. Louis, on *Text Books*; and of Prof. J. H. Blodgett, of Rockford, Ill., on *Grammar in Common Schools*. The full reports of the discussions following these papers will give to this volume a value not possessed by any previous reports of the Association, or indeed by any other volume of the kind hitherto published in this country.

The report will also contain the addresses of Hon. F. A. Sawyer, United States Senator from South Carolina, on *Free Common Schools—What they can do for a State*; of Gen. Eaton, National Commissioner of Education, on *The Relation of the National Government to Public Education*; and of Superintendent J. L. Pickard, of Chicago, on *Physical Culture*.

It is expected that the volume will be ready for distribution to members soon. Those not members of the Convention can be supplied with copies at \$1.00 each, by forwarding their address and money to S. H. White, Chairman of Committee on Publication, Peoria, Illinois. For the Committee:

S. H. WHITE, Chairman.

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NEWSPAPERS AS EDUCATORS.

The Boston *Traveller* states that a school teacher who had enjoyed the benefit of a long practice of his profession, and had watched closely the influence of

newspapers upon the minds of a family of children, gives as the result of his observations that, without exception, those scholars of both sexes and all ages who have access to newspapers at home, when compared with those who have not, are:

1. Better readers, excelling in pronunciation, and consequently read more understandingly.
2. They are better spellers, and define words with ease and accuracy.
3. They obtain a partial knowledge in geography in almost half the time it requires others, as the newspaper has made them familiar with the location of important places and nations, their governments and doings.
4. They are better grammarians; for having become familiar with every variety of style in the newspaper, from common-place advertisements to the finished and classical oration of the statesman, they more readily comprehend the meaning of the text, and consequently analyze its construction with accuracy.
5. They write better compositions, using better language, containing more thoughts and still more clearly expressed.

From these simple facts three important things can be adduced:

1. The responsibility of the press in supplying literature which shall be understandingly expressed.
2. The absolute necessity of personal supervision of a child's reading by his parents.
3. Having once obtained a good, able paper, no matter what the price, don't begrudge it a hearty support.

#### OUR ADVERTISERS.

We desire to call the attention of our readers to the advertisements of this Journal. The advertisers are among the very best publishers in this country, and present valuable publications for all classes, especially for teachers.

### ANNALS OF EDUCATION.

WESTVILLE.—The district of Westville has erected a school building which deserves notice. The people have for some time felt the need of better school accommodations, and more than a year since unanimously voted to erect a house at a cost of \$20,000. Work upon it was immediately commenced, and it was completed in September last. It is built of brick, ornamented with free-stone window sills, and is two stories high above the basement, and has a Mansard roof covered with slate. The interior arrangements are very complete. In the basement are clothes rooms, which accommodate the whole school; also, furnace rooms, etc. Each story is divided into four rooms, with a wide

hall extending through the center. There is a projection in front, which extends the hall, and gives closets on each side for teachers' use. The school-rooms are all of the same size, and each one is lighted by two double windows, and well ventilated. The whole interior, including the wainscoting, casings, doors, banisters and blinds, is finished with white chestnut. Black boards extend around each room above the wainscoting. The furniture is of the most approved pattern, single desks being placed in three of the lower rooms and double ones in the remainder. The building will seat four hundred pupils, and is expected to accommodate the wants of the district for some time to come. There are two hundred and fifty now in attendance. It was opened last September with encouraging prospects, and it is hoped that Westville will hereafter maintain a school second to none of its class in the state. Much interest has been awakened in the subject of education; and it is a matter of congratulation that the enterprise was decided upon without a single dissenting voice. Prominent among the supporters of this noble project stands the name of Anson Beecher, Esq., the present superintendent. The following is the list of teachers:—Principal, C. L. Fellows, formerly of the Terryville High School; Assistants, Misses M. J. Morris, F. Benton, G. Burgess, L. Wheeler and M. Dawson.

THE FACULTY OF TRINITY COLLEGE are preparing a new edition of the General Catalogue of the Graduates. The alumni, and any others who can furnish the desired information, are requested to assist in the work. It is especially desirable to know the names of such of the graduates as have received elsewhere any degree in the arts, or in Divinity, Law, Medicine, or Philosophy, with the name of the institution which conferred the degree, and the year in which it was granted; also, the offices which any have held in colleges or under the government of the United States or of the several states; also, in regard to those who have deceased, the date of death, and any particulars that might be of use in the preparation of a biographical notice. Although much of the desired information is in the hands of the faculty, they must rely upon the friends of the college to assist them in perfecting the work. Any communications on the subject will be thankfully received, and the receipt thereof will be acknowledged by mail. Address, Prof. Samuel Hart, Secretary of the Faculty, Hartford, Conn.

AN EDUCATIONAL CONVENTION is to be held by the Baptists in Worcester, Mass., May 3d and 4th, consisting of ten delegates from each of the Baptist colleges and the Newton Seminary, and eight each from the academies of that denomination, of which Suffield, in this state, is one of the largest and best. Papers are promised from some of the leading men of that denomination, among whom is the Rev. Dr. Crane of Hartford. The Baptists are now showing most commendable liberality in endowing their colleges and seminaries. Suffield academy has lately received an addition of \$20,000 to its fund, and much more is needed and expected. Brown and Colby Universities and New London Academy have recently been liberally endowed.

THE NEWTON THEOLOGICAL INSTITUTE has recently received \$200,000 for the further endowment of the Institution. This fund has been raised mainly by the effort of W. H. Eaton, D. D., the financial agent of the seminary. This Institute has a beautiful location, a most able faculty, a grand history, and a

more promising future. It is the oldest, as well as the most flourishing theological seminary of the Baptists in this country. Its professors are among the ablest theologians and Biblical scholars in the land.

THE PRESBYTERIANS have already raised \$4,000,000 of the proposed \$5,000,000 fund, intended as a thank-offering for the re-union of the old and new schools. Of the sum already raised, \$900,000 are appropriated to educational purposes.

THE FRIENDS of Albert Barnes have endowed the Barnes Professorship of Intellectual and Moral Philosophy in Hamilton College. I. W. Mears, D. D., of Philadelphia, has been called to fill the chair.

PRESIDENT ANGELL, of the University of Vermont, has accepted the Presidency of the Michigan University at a salary of \$4,500 and house rent.

EX-SECRETARY J. D. COX has been appointed President of the Ohio Agricultural College.

EX-GOVERNOR CHAMBERLAIN, of Maine, has been appointed President of the University of Vermont.

SMITH COLLEGE, NORTHAMPTON.—The trustees of this new institution for young women met at Northampton recently. The board consists of Professors Tyler and Seelye, of Amherst, and Park, of Andover; Hon. Wm. B. Washburn, member of Congress, Greenfield; Hon. J. White, of Williamstown; and five other prominent gentlemen from Massachusetts, and Secretary Northrop, of New Haven. Professor Tyler was chosen President of the Board of Trustees. The funds left by Miss Sophia Smith, now amount to \$385,000. The town of Northampton voted recently, by ballot, with only one "nay," to give this institution \$25,000, which will soon be paid, making the fund \$410,000. The design of the founder, as expressed in her will, was "to provide young women with facilities for higher education, equal to those which are afforded now in our colleges to young men."

YALE THEOLOGICAL SEMINARY.—Frederick Marquond, Esq., of Southport, is erecting the chapel for this institution at his own expense. Rev. Samuel Harris, D. D., President of Bowdoin College, has been appointed Professor of Didactic Theology, and Leonard Bacon, D. D., transferred to the department of Church Polity and American Church History. Henry W. Sage, Esq., of Brooklyn, N. Y., has given \$10,000 to found the "Lyman Beecher Lectureship," which is to be filled by Rev. Henry Ward Beecher.

GENERAL JOHN EATON, JR., United States Commissioner of Education at Washington, recently spent a day in New Haven inspecting schools, and conferring with President Woolsey, Secretary Northrop, Governor English, Superintendent Parish, and other friends of education. He is now visiting the different states, and learning from personal observation and inquiry the condition of the schools, colleges and various literary institutions in all parts of the country. He expressed much interest in the drawing and singing exercises, and was especially pleased with the singing by note in the primary classes, and by the very youngest children in the schools. The school terms in Connecticut have recently been so much lengthened that our average school year throughout the state is now longer, with one exception, than that of any other state in the Union. One southern and one western state were by mistake credited in the

national report with a longer school year. The Commissioner expresses great interest in our law for "the schooling of minors," which is plainly in advance of that of any other state. The noble stand taken by our manufacturers in behalf of the education of their operatives, he will hold up for general imitation. The new regulations adopted in New Haven, in regard to truant and vagrant children, and the efficient co-operation of the police and civil authorities, seemed to him to be most auspicious signs of progress. General Eaton is soon to start for a tour of inspection through the Atlantic and Gulf States to Texas. He has already rendered great service, especially in assisting in organizing schools in the southern states.

GOVERNOR PADDLEFORD has taken a deep interest in new educational movements in Rhode Island. He has attended and addressed Teachers' Institutes, and formed the organization of the Board of Education and the new Normal School.

WM. WALTER PHELPS, of New York City, has given \$1,200 in gold to the Yale Library for the enlargement of the department of Political Economy.

PROF. E. E. SALISBURY has given to the Yale Library \$1,000 for enlarging the department of Oriental Literature, besides a valuable collection of books on that subject.

REV. J. C. BODWELL, D. D., of Hartford, is to give the address before the Theological Society at the next Dartmouth commencement, June 29th, and President McCosh, of Princeton, will address the Literary Societies.

CHARLES W. BARDEEN, late of the State Normal School, is assistant in the large and successful military school of Andrew S. Jarvis, at Weston. This school is beautifully located in a quiet village, secluded from temptation. There is a spacious play ground of four acres adjoining the school, to which is attached a wood of twelve acres. Mr. Bardeen is a graduate of Yale, a thorough scholar, and a very successful teacher. Mr. Jarvis merits the success he has won.

FRANCIS C. LEARNED, of New London, died suddenly April 16th. He was long a school visitor, and a firm and active friend of education, and highly esteemed and widely useful.

GEORGE H. SUTTON, Principal of Lee's Academy, Madison, has taken charge of the academy in Bedford, New York.

MR. FRANK JOHNSON, of Killingly, has taken charge of the Graded School in Wauregan.

THE TRUSTEES of the Bulkley School, New London, are now building a fine granite school house. This is to be a free high school for boys. New London also supports a free girls high school.

HON. J. L. PICKARD, Superintendent of the schools of Chicago, and President of the National Teachers' Association, announces that the next meeting of the National Association will be held at St. Louis, August 22d, 23d and 24th.

THE new Girls' High and Normal School in Boston was dedicated, with appropriate exercises, April 19th.

JOHN S. HART, LL. D., Principal of the New Jersey Normal School, has resigned, in order to devote his time to the preparation of books. During a

long experience of forty years as a teacher, he has had under his care over 7,000 pupils. Mr. Johnson, Principal of the High School of Newark, has been appointed Principal in the place of Dr. Hart.

The late JOHN TAPPAN, of Boston, once gave a professor in a theological seminary fifty dollars on condition that he should abandon the filthy weed.

REV. F. O. CHAPIN has been appointed Superintendent of the schools of Amherst, Mass., with a salary of \$1,800.

WOMEN have recently been elected on the Board of School Committee in several towns in Rhode Island and Massachusetts.

A LAD in the high school at Des Moines, Iowa, recited an extract from Kosuth's address to the American people in so creditable a manner, that Madame Kossuth-Ruttkay, a sister of the noted Hungarian, who resides in that city, presented the boy with a copy of the "History of Hungary."

HARTFORD HIGH SCHOOL.—The anniversary exercises of this admirable school occurred on Friday, April 21st. The morning was occupied with excellent school and rhetorical exercises. In the evening, fitting addresses were given by the Principal, Mr. Capron; J. N. Carleton, Principal of the Normal School; Elihu Burritt, of New Britain, the Learned Blacksmith; Governor English and Rev. C. R. Fisher, the Acting Visitor. This school is deservedly the pride and pet of Hartford, and is one of the very best institutions of the kind in this country.

APPLETON & COMPANY, the publishers, have moved into their new store on Broadway. The building is truly elegant, and at present attracts general attention. The front consists of iron columns, picked out with gold, between which are great spaces of window glittering in plate-glass. The interior is spacious and elegant, the size being fifty feet by two hundred. It is unquestionably the largest and handsomest bookstore in the world. It is located on the west side of Broadway, (Nos. 549 and 551,) between Spring and Prince Streets, one of the most conspicuous and eligible sites on the great thoroughfare of the city. The building they occupy is two hundred feet in length by fifty in width, and is six stories high, besides basement and sub-basement. Each floor covers a space of nearly a quarter of an acre in area. In this store upwards of one hundred persons are constantly employed, though the printing and binding of the firm are done altogether in another vast establishment in Brooklyn, covering an acre and a quarter of ground, and where about five hundred persons are employed. Appleton & Company are extensive importers; they purvey for public libraries on a large scale; they fit up and supply private libraries in all parts of the country; they are heavy jobbers, supplying the booksellers from Canada to Brazil; they have a subscription-book department, in which the famous Cyclopædia is the leading work. They are also extensive publishers of Education Books, which is one of the leading features in their business.

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#### NOTES ON NEW HAVEN SCHOOLS.

The New Haven Public Schools having passed through their annual examinations for the promotion of classes, closed the winter session on Friday, April 21st.



The graduation exercises of the Senior High School Class of 1871, took place on Friday, the 14th instant, at the High School, in the presence of as large an assemblage of friends as could be accommodated. The graduating class consisted of ten young ladies, each of whom read very creditable essays written for the occasion.

The examination of candidates from the Grammar Schools for admission to the High School, occupied the last week of the term. Seventy-nine candidates presented themselves, but two withdrew during the week. Of the seventy-seven remaining, three were rejected, four were received conditionally, and seventy were admitted to membership. Two or three, absent from the examination on account of illness, will probably be received, which, added to the number of old pupils remaining, will make an aggregate so large that the need of larger and more convenient accommodations will be more manifest than ever.

But the Board of Education, always ready to make provision for the wants of our schools, has taken preliminary steps for the erection of a new High School building, during the coming year. A public meeting has been called to accept the plan of a house prepared by the Board, and to vote an appropriation for the erection of the same. A year hence we hope to see a new High School building that will be an ornament to the city.

MR. T. W. T. CURTIS, Principal of the High School, who has been absent during the past winter, has made us a flying visit. It is gratifying to find his health improved, but he will take a few weeks longer to secure the vigor desired for the work of next year. Many are earnestly wishing his return in good health.

RESIGNATIONS.—Miss Ruth McBride, of No. 11 Howard Avenue School, and Miss Louise J. Blodgett, of No. 11 Wooster School, have resigned. Miss Blodgett has been a faithful teacher in our schools during the past four years.

NEXT TERM of the New Haven schools will begin on Tuesday, May 2d, and continue until Friday, the 30th day of June.

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## BOOK NOTICES.

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**METHODS OF CLASSICAL STUDY.** Illustrated by questions on a few selections from Latin and Greek authors. By SAMUEL H. TAYLOR, LL. D., late Principal of Phillips' Academy, Andover, Mass. Published by BROWN & TAGGARD, Boston.

No manual to teach teachers how to teach, and to teach learners how to learn, has ever been placed in the hands of classical students, of equal value to this comprehensive little volume. As an illustration of the best methods of instruction, this work is invaluable to the teacher, as a standard for his own guidance, and an aid to impress on the minds of his pupils, what thoroughness of investigation means in learning the structure of a language. The work was not prepared for the sake of making a book, but to answer the urgent demands

of those who knew well the intrinsic value of Dr. Taylor's methods of instruction. No classical teacher or pupil can afford to dispense with the assistance this manual is able to furnish.

**A DICTIONARY OF ENGLISH SYNONYMES** and Synonymous or Parallel Expressions; designed as a practical guide to aptness and variety of phraseology. By RICHARD SOULE. Published by LITTLE, BROWN & Co., Boston. 1871.

Whoever has become familiar with that excellent and critical "Manual of English Pronunciation and Spelling," prepared, some years ago, by Soule and Wheeler, will be delighted to know that one of those authors has favored the public with another volume, designed to aid in the nice discrimination of words. It is not a dictionary, to be used as a substitute for Webster and Worcester, nor does it attempt a discussion of synonymous words; yet it very happily combines the essentials both of the dictionary and a work of synonymes. In the words of the preface, "the aim has been to present, at a single glance, the words or modes of speech which denote the same object or which express the same idea with only slight shades of difference; to provide a ready means of assistance when one is at a loss for a word or an expression that best suits a particular turn of thought or mood of mind, or that may obviate an ungraceful repetition." All words of similar meaning are presented in the most compact form possible, and are thus rendered accessible with the greatest facility. Mr. Soule has done excellent service in the preparation of this work, which all careful writers will soon learn how to appreciate. The publishers have made a very happy combination of beautiful type, excellent paper and chaste external appearance, as is their custom in all their publications.

**MISS YOUMANS' FIRST BOOK OF BOTANY.** Published by D. APPLETON & Co., New York.

This is the season when the flowers begin to bloom, and Nature decks herself in beautiful and gorgeous colors. It is through the plant and its blossom that we may "look up through Nature to Nature's God." The study of plants therefore should be a portion of the curriculum of every school, whether primary or advanced. It should be pursued in every family of children. But how it shall be most successfully taught has continued to puzzle the minds of teachers and mothers until the publication of Miss Youmans' "First Book of Botany," which is at once so novel in plan, so successful in execution, and so suited to the general want, as to command universal and unqualified approbation. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education.

#### SCHOOL MUSIC.

A correspondent inquires, "What is the best school music published?" If our correspondent intended to inquire for the best book to be used in teaching the elements of vocal music, we should say in reply, that we know of no better than "Jepson's Music Reader," which has been used in New Haven since the introduction of vocal music as a study in the schools of that city. If our correspondent intended to inquire for some of the best song books used in schools, we would mention, "The Diadem," published by J. W. Schermerhorn, 14 Bond street, N. Y.; "Song Cabinet," Wm. Hall & Son, 543 Broadway, N. Y.; "The Music Teacher," Lee & Walker, Philadelphia; "Laurel Wreath," N. A. Pond & Co., Broadway, N. Y.

**MITCHELL'S NEW OUTLINE MAPS—LARGE SERIES.**

We may possibly have among our readers a few venerable men or women who gained their first knowledge of the globe we inhabit from Jedediah Morse or Nathaniel Dwight, the earliest American authors of school geographies. Previous to the beginning of this century, and indeed for some years later, the study of geography, as it was called, was a very different thing from what it now is. A school geography of those days, was a compilation of civil and ecclesiastical history, topography, biography, statistics, natural history, etc. diluted with a small infusion of proper geographical information. The knowledge it imparted was valuable in its way, and in a few respects we think more useful than some things that are included in our present text books, but it was not geography. The larger of Morse's only maps (the World and North America,) in the edition of 1804, was just six inches in diameter. Mitchell's Intermediate Geography, with its numerous and beautiful maps, would have been a very great surprise to our grandfathers and grandmothers. Mitchell's large series of Outline Maps would have been to them not merely a surprise, but a very perplexing puzzle. Imagine a teacher of the best school in Connecticut, in the year of our Lord eighteen hundred and four, entering his school room and finding on the wall one of these large outline maps, say of Africa as being the least known and most contemned quarter of the globe. Our teacher, we will assume, is, for his day, an intelligent and thoughtful man. He sees at a glance that the twenty square feet before him must, from its outline, be designed to represent Africa; but why it should be backed on cloth, mounted on rollers, handsomely colored and well varnished, before the name of a single country, or river, or town has been engraved, is an enigma he cannot solve. He is familiar with the older travelers in Africa, and has just been reading, with a good many doubts as to his veracity, the recently published work of Bruce; but Livingstone, Speke and Burton are names of which he has never heard. He has followed Captain James Cook in his wonderful voyages of discovery around the world, but who Robert Fulton is, he cannot tell. The river Nile he knows, but of the Albert, and the Victoria Nyanza, he is profoundly ignorant. He has read his Bible devoutly, and very possibly may have made a good many mistakes in its interpretation, but he is happily unconscious of Darwin and Lubbock. He looks over his map in a good deal of bewilderment, for he finds that it is wholly destitute of the information he has been accustomed to regard as constituting geographical knowledge respecting that benighted land. He is of course familiar with the story of the Barbary corsairs, but no Algiers appears on the map. He knows something about Tunis and Barca, for the memorable march of General Eaton, a native of his own state, has made about this time a good deal of talk, but his map does not tell him where Tripoli and Derne are situated. Even the familiar name of Guinea, from whose hapless coast the fathers and grandfathers of the negroes around him were stolen, nowhere appears. He sees merely a very large surface, obviously indicating coast lines, mountain ranges, considerable water courses, the larger lakes, etc., and colored up in a way that seems to him rather fantastic. His final conclusions probably are that the map would be a very useful one if completed, but pretty nearly worthless in its present shape. But put into his hands a copy of Mitchell's Primary Geography, opened at the map of Africa, ask him to compare the questions with the map, and it will begin to dawn upon

him that geography in its new shape can only be learned as the pupil is taught to carry in his mind's eye a definite, comprehensive and well-defined map of the country he is studying; give him the new Intermediate Geography, and this fact will become more apparent, and he will then be prepared to see the utility, not to say indispensableness, of outline maps. They serve, in short, as a test, indeed as the only perfect test of the completeness and accuracy with which geography has been taught. If a scholar cannot promptly transfer from the map in his text book to the outline map on the wall, the names of countries, rivers, mountains, cities, and designate with the pointer their boundaries, course, direction, position, etc., it is evident enough to him and to his teacher that his knowledge of geography is not sufficiently definite to be of much service. The difference, as all teachers know, between a scholar "knowing his lesson," and knowing that he knows it, is very great. But a leading object of outline maps is to make it certain to both pupils and teachers that what the former knows about geography he actually does know. There is no possibility of humbug in the case. He either does or does not understand precisely and definitely where St. Paul de Loanda or Quilimane or Monrovia is, where the Congo, Orange, or Limpopo rivers rise and empty, and can, or cannot, promptly indicate the answer. There is hardly a case in school discipline so easy of management as the prevention of dishonesty in the lessons in geography. One boy may help another in arithmetic; the spelling lesson may be copied by an adroit child; the mispronounced word may be corrected by a gentle whisper, but about the most disconsolate object in a recitation room is the self convicted idler, pointer in hand, staring vacantly and ignorantly at the outline map before him. The old fashioned answers, "on the west coast of Africa," "on the east coast of Africa," "near the Equator," "in Central Africa," will not be accepted. The end of the pointer must indicate the precise spot, or the answer is pronounced a failure. We have no time to point out the numerous other ways in which an intelligent teacher can make outline maps contribute largely to his success in geographical instruction. They are probably familiar enough to every good teacher. We can say, however, that E. H. BUTLER & Co., of Philadelphia, the publishers of this series of Outline Maps, have rendered a real service to education in giving us what we regard as unquestionably the best Outline Maps for common school purposes that have ever been published.

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## PERIODICALS.

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### LOOMIS' MUSICAL AND MASONIC JOURNAL

for May comes out bright and beautiful as the spring flowers. The wonder is how he can gather, from month to month, such a quantity of interesting and instructive matter of a musical character. Then add to that the sixty to seventy-five pages of choice selections of vocal and instrumental music pieces from the best authors, published during the year, which, purchased separately, would cost ten times the amount of the annual subscription price of the paper;

and any one "moved with concord of sweet sound," will understand why it is said that this paper has no superior among the musical publications of New England. And \$1.00 sent to C. M. Loomis, 299 Chapel street, New Haven, Conn., will secure the volume for the year. See Loomis' advertisement in this journal.

#### HARPERS' MAGAZINE.

The May number concludes the forty-second volume of this popular American magazine. The number opens with a very suggestive illustrated paper on the "Westover Estate in Virginia," tracing the fortunes of the Byrd family and its connection with colonial and revolutionary associations. "The Monarch of Mountains" is a paper on Mont Blanc, and contains a thrilling narrative of the adventurous attempts made to accomplish the ascent of that mountain. The illustrations are from photographs taken by M. Bisson, who, in 1861, succeeded not only in ascending Mont Blanc, but in carrying his photographic apparatus with him to the very summit. Thirty pages are devoted to the special editorial departments. The "Easy Chair" gives a suggestive essay on literature as a profession; treats of the results of the rapid communication established between America and Europe, and especially its effect upon New York as a metropolis; and reads Mrs. Candour a lesson concerning the work and pay of clergymen. The "Literary Record" covers the noticeable books of the month. Eight and one-half pages are devoted to the "Scientific Record." This department—the only well organized and complete monthly record of the progress of science that is published—contains all the recent scientific discoveries, and explains their practical application. It is as entertaining as it is instructive. "The Historical Record" gives a carefully prepared summary of events down to the 23d of March. The "Drawer" is full of amusing anecdotes.

#### THE PHRENOLOGICAL JOURNAL

for May—a very superior number—contains an array of over twenty stated articles, besides its ever valuable miscellany. Among the more interesting subjects may be mentioned:—"Edward Harris, the eminent Rhode Island Woolen Manufacturer;" "I wouldn't be a Phrenologist—why not?" "Suggestions to Public Speakers;" "Dead or Alive—which?" "Woman vs. Woman's Rights;" "The Feet—their Dress and Care;" "In the Mammoth Cave without a Guide;" "Charles Sumner;" "The Utah Gentiles;" "Why we need Women as Physicians;" "Defective Educational Methods;" "A Free Pulpit—a need of the Times;" "The Sugar Maple Tree;" "The Traveler," a poem, by Oliver Goldsmith, is commenced in this number, with new illustrations, specially designed for this journal. Price 30 cents; \$3.00 a year. Sent half a year, on TRIAL, for \$1.00. Address S. R. WELLS, 389 Broadway, N. Y.

#### THE NATIONAL TEACHER

is always welcome to our table. The editor, Hon. E. E. WHITE, formerly State Commissioner of Schools for Ohio, is one of the ablest educators of the West. His long, varied and successful experience as teacher in the district, the Grammar and the High School, as State Superintendent of Schools, lecturer at Teachers' Institutes, and editor of the *Ohio Educational Monthly*, and his scholarly tastes, peculiarly fit him for the conduct of a national monthly. Ohio contains many eminent teachers, who are frequent contributors to the

TEACHER. Mr. White has also enlisted as contributors many prominent educators from other states. In the last five numbers of the NATIONAL TEACHER, we notice articles by President Hill and Superintendent Philbrick, of Massachusetts; Secretary Northrop of Connecticut; Superintendent Calkins and Dr. Alden, of New York; Superintendent Pickord, of Chicago; Wm. F. Phelps, Principal of the State Normal School of Minnesota; and others. We wish Mr. White the success he so well merits.

WALTON & COGSWELL'S ARITHMETICAL CHARTS. Published by  
BREWER & TILESTON, Boston.

These charts are for oral practice in simple numbers. The charts are four in number, but form only two tablets, one chart being printed on each side of a tablet. The tablets are three feet by two feet, four inches, and the figures are of a sufficient size to be distinctly seen across any school-room. We have tested these charts in primary and intermediate rooms, and have found them important and almost indispensable auxiliaries in teaching the four fundamental rules. The combinations are infinite. The figures and charts are always ready for a class exercise, and odd school moments can be profitably used for practice in addition, etc. The results are rapidity and accuracy.

#### THE MICHIGAN TEACHER

has entered upon its sixth year, and exhibits a maturity, vigor and talent in its pages that ought to secure a general circulation among the teachers of the peninsular State. It is just now engaged in earnestly discussing Educational Legislation in relation to School Officers. Valuable matter for teachers and school officers fill its pages.

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### TEACHERS WANTING PLACES.

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Those of our *subscribers* who desire situations can have notice published three months *free*, by addressing B. G. NORTHROP, Secretary of State Board of education, New Haven.

Committees wishing to employ teachers, can also address SECRETARY NORTHROP. Applicants must state years or term of experience, at what college, seminary or school educated; what kind of situation desired and salary expected. The number of the application, and not the name of the applicant, will be published.

1. A young lady, graduate of the Hartford High School, desires a situation as teacher in a graded, or as assistant in a High School; has taught two years. Salary expected, \$450 a year. A situation in or near New Haven is preferred.

2. A young lady, graduate of the Stratford Academy, desires a situation in a Graded School; has taught two years and a half. Salary expected, \$400.

3. A young gentleman, graduate of the State Normal School, Bridgewater, Mass., desires a situation as Principal of a Graded School. Has had some experience. His testimonials can be seen at the office of Secretary Northrop.